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ABSTRACT

This curriculum plan for the Diploma Programme in Library/Information Studies at the University of the South Pacific was designed to meet the needs of undergraduate library/information education in the South Pacific region. The program is presented through distance education to students in the Cook Islands, Fiji, Kiribati, Nauru, Niue, Solomon Islands, Takelau, Tonga, Tuvalu, Vanuatu, and Western Samoa. The curriculum is based on the functional approach to library/information education and consists of nine courses. Five core courses are required: Introduction to Library/Information Studies; Building the Library/Information Centre Collection; Organising Library Information Centre Resources; Library/Information Services; and Management of the Library/Information Centre. In addition, students are required to complete one course which examines a particular type of library/information center--school, public, academic, or special. Students are also required to complete four academic courses at the 100- and 200-level which have been approved by the program administrator. Integrity and cohesiveness for the curriculum are attained through spiral sequencing of subject content. An outline of course content for each of the nine courses, with statements of objectives and suggestions for instructional methods, are included. Lists of suggested additional readings are also provided. (EW)

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CURRICULUM PLAN

for

A DIPLOMA PROGRAMME IN LIBRARY/INFORMATION STUDIES

to be offered by

THE UNIVERSITY OF THE SOUTH PACIFIC LIBRARY

Prepared by Therese Bissen Bard PhD
The Library, The University of the South Pacific
Library Consultant
The Asia Foundation

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PREFACE

The Diploma Programme in Library/Information Studies at The University of the South Pacific continues a sequence of library education programmes begun in 1972 with the Fiji Certificate in Librarianship Course. The Fiji Certificate was followed in 1981 by the University of the South Pacific Certificate in Librarianship.

The curriculum for the diploma programme is based in part on that of the USP Certificate Course. Melvyn Rainey, University of British Columbia, coordinated the USP Certificate in Librarianship Course from 1982 to 1984 and wrote several of the courses. Vasiti D. Simmons, Senior Assistant Librarian, USP, coordinated the certificate course since 1984. As coordinator she wrote new courses and revised others. Esther W. Williams, University Librarian and Pro Vice-Chancellor, has administrative responsibility for the certificate course and for the development of the diploma programme.

Ms. Simmons and Ms. Williams provided the framework and much of the content for the diploma curriculum plan. Sue Oates compiled the bibliographies. Paula Jones, Narendra P. Nandan, Ross Thrasher, Richard Woods, and Sin J. Yee reviewed the plan and recommended revisions. Silivia Tokaduadua and Purnima Chandra typed and formatted the document. Pushpa Ram and Sharifa Basha formatted it and prepared it for photocopying.

The Curriculum Plan for the Diploma Programme in Library/Information Studies has been a cooperative effort. The knowledge and expertise of librarians with experience in the South Pacific Region was essential to the development of an educational programme to meet the library and information needs of countries in the Region.

INTRODUCTION

The curriculum for the University of the South Pacific Diploma Programme in Library/Information Studies (LIS Diploma Programme) is designed to prepare librarians to meet the unique library and information needs of the South Pacific Region, a vast area of widely scattered island countries. The plan is intended to be comprehensive and flexible so that course writers and lecturers can easily adapt it to meet their course objectives. Coherence and integrity have been built into the curriculum through spiral sequencing of subject content.

Objectives

Upon completion of the diploma programme, graduates will be able to:

(i) Outline the process involved in the generation, communication, and dissemination of information.
(ii) Delineate the development and interrelationship of librarianship, information science, and archival services.
(iii) Select and organise information sources.
(iv) Provide information services.
(v) Manage libraries/information centres.
(vi) Develop programmes for particular information environments.
(vii) Apply new technology to library/information centre operations.

Meaning of the Terms "Library", "Librarian", and "Librarianship" as Used in the Curriculum Plan

The terms library, librarian, and librarianship are used in a broad, general sense to encompass a wide range of library and information studies and services. "Library" includes information centre, resource centre, learning materials centre, etc. "Librarian" covers information professionals such as information specialists, information managers, and information counselors. "Librarianship" comprises the library/information profession.

Librarians in the South Pacific Region

Librarians in the region currently provide service from small libraries with limited resources and minimal staff. They are primarily responsible for and concerned with the three basic library functions: collection building (selection of books and other resources); organisation of resources (with an emphasis on cataloguing and classification); library services (reference and other information services).

They have limited opportunity to learn on the job from experienced professionals, unlike in the industrialised countries where entry level librarians normally work under the supervision of experienced persons. They are geographically isolated with little opportunity to meet with other librarians and learn from them. Continuing education opportunities are limited because it is prohibitively expensive to attend conferences and workshops without outside financial support. English may be a second language for both the library users and the librarians with few printed materials available in their native languages.

At the same time, librarians in the region need high level management skills to operate their small libraries successfully. They need to know how to manage library functions and operations, prepare budgets, write proposals and reports, supervise staff members, and provide for staff development. The "staff" may consist of only a part-time typist, student assistants, or volunteers, the most challenging type of staff to supervise and train.

To manage a small library, the librarians must be able to communicate effectively with library users, administrators of parent institutions or agencies, and the community served. They must be able to set priorities and to manage their time efficiently. They need to be creative if they are to provide excellent service with limited resources.

As the libraries in the region grow, the librarians will need to plan for expanding collections, more complex services, and advanced technologies. The LIS curriculum includes subject content to prepare librarians to build and organise larger, more varied collections, to provide new types of services, and to make informed decisions concerning the automation of their libraries.

Course Requirements

The curriculum of the LIS Diploma Programme is based on the functional approach to library/information studies education. It includes a heavy emphasis on creative management principles and practices because most graduates of the programme will be responsible for libraries in the early stages of development. The required courses for the LIS Diploma Programme, therefore, are:

HU101 Introduction to Library/Information Studies
HU102 Building the Library/Information Centre Collection
HU103 Organising Library/Information Centre Resources
HU104 Library Information/Centre Services
HU205 Management of the Library/Information Centre

The introductory course provides background information on the profession. The three courses on library/information centre functions include relevant content on selection, organisation, and services for different types of library resources such as audiovisual materials, services to different groups of users, and automation of each of the three functions. The management course stresses principles of management and explains the management skills required of librarians.

In addition, students are required to take one of the following library information/centre specialisation courses:

HU206(A) The School Library/Information Centre
HU206(B) The Academic Library/Information Centre
HU206(C) The Public Library/Information Centre
HU206(D) The Special Library/Information Centre

The library/information centre specialisation courses deal with the milieu of each specialisation and the problems and issues related especially to it. Each of these courses consists of an introduction to the specialisation, application of the principles and practices of selection, organisation, service, and management to that library/information centre specialisation, and an explanation of library automation as it relates to the specialisation.

To fulfil requirements for the diploma, students are also required to take four academic subjects approved by the programme administrator. Two of these courses may be 100 level, and two may be at the 200 level. Or, students may elect to take three 100 level courses and one 200 level course.

Curriculum Plan

The curriculum plan is intended to be comprehensive and to include the aspects of library/information studies appropriate to the LIS Diploma Programme. No plan can be truly comprehensive, however. Course writers and lecturers will readily identify the gaps and omissions in this one and fill them in as needed. Moreover, librarianship is a profession in transition. New subject content is constantly being added to the knowledge base of the field. The curriculum plan will have to be updated frequently to include new knowledge relevant to the programme.

Flexibility of the Curriculum Plan: The plan is built around course outlines and statements of learning objectives, a flexible design that allows for easy adaptation and revision. Flexibility is essential for the LIS Diploma Programme for several reasons: the programme will be presented both on campus and through extension studies; it will be taught by different instructors; it will need to be updated frequently.

Spiral Sequencing of Subject Content: The curriculum for the programme is planned as an integrated whole, not as a set of discrete courses. This integration is achieved through spiral sequencing of subject content. In spiral sequencing, the student is first introduced to a concept and then meets it again and again throughout a course or a programme. Each time the concept is presented, the student is expected to understand it more fully, see a different aspect of it, and/or relate it in a new way to other concepts.

For example, in the introductory course of the LIS Diploma Programme students are introduced to the three basic library functions of selection, organisation, and service. Then each of these functions is treated in depth in an entire course. The management aspects of the three functions are explained in HU205 Management of the Library/Information Centre. Finally, in the specialisation courses, students are expected to relate each of the three functions to a library information centre specialisation.

Knowledge-Oriented, Competency-Oriented, and Combination Courses[1]
The subject content of library/information studies is the professional knowledge that constitutes the knowledge base of the field and the professional competencies required of librarians. Because the subject content students are expected to learn includes both knowledge and competencies, most LIS courses have a combination of knowledge-oriented and competency-oriented subject contents.

Professional Knowledge: The professional knowledge included in the curriculum plan is selected from the knowledge base of library/information studies. In selecting from this knowledge base, our primary concern has been library/information needs of the South Pacific Region and the knowledge librarians in the Region require in order to meet these needs.

Professional Competencies: Professional competencies for students enrolled in the diploma programme include the tasks librarians do and the decisions they must make in carrying out their responsibilities in South Pacific Regional libraries. To acquire a professional competency, however, students must first learn the prerequisite professional knowledge. Professional competencies are the "how to" of professional knowledge.

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[1]These descriptions of knowledge-oriented, competency-oriented and combination courses are based on Derek Rowntree, *Developing Courses for Students* (London: Harper & Row, 1981) 3-7

Professional Knowledge and Competency as Related to LIS Diploma Programme Courses: A knowledge-oriented course is "any course in which the aim is to get the student to learn and apply the subject-matter included in the course. This subject-matter must be mastered by the student, and it must be learned for its own sake, not as a vehicle for learning something else."[2]

In a professional education programme, knowledge is frequently a vehicle for learning competencies, but in the diploma programme course HU101 Introduction to Library/Information Studies and HU205 Management of the Library/Information Centre are primarily knowledge-oriented. Studies will be expected, however, to apply the knowledge learned in HU205 later in HU206(A), HU206(B), HU206(C), or HU206(D), the library/information centre specilisation courses.

The functional courses in the LIS curriculum, HU102 Building the Library/Information Centre Collection, HU103 Organising Library/Information Centre Resources, and HU104 Library/Information Services, teach application of professional knowledge. The subject content is a combination of knowledge and competencies. Professional education is a combination of knowledge and competencies, of the theoretical and the practical. Most courses in the curriculum reflect the integration of knowledge and competency inherent in the library profession.

Levels for Learning

The curriculum plan identifies four increasingly higher levels of intellectual activity expected of LIS students: awareness, comprehension, application, and decision-making. The decision-making process requires students to already have analysed, synthesised, and evaluated a problem or situation prior to making a decision. To meet the objectives for each course, students must achieve at all four levels.

At the awareness level students will demonstrate basic knowledge of some aspect of the library profession. Awareness as used for the LIS Diploma Programme is comparable to the knowledge level in Bloom's taxonomy.[3]

At the comprehension level students will show they are able to understand rules and principles. They will interpret the knowledge they have learned and restate it in their own words.

At the application level students will use or apply information, knowledge, theories, or principles to a new situation.

At the decision-making level students will be expected to demonstrate their ability to analyse, synthesise, and evaluate information as part of the decision-making process. They will be required to use these cognitive skills in solving problems related to the library profession.

The following "shopping list" of verbs are examples of those used in writing learning objectives to indicate the level of learning students are expected to achieve:[4]

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2 Rowntree

3 Benjamin S, Bloom and others, *Cognitive Domain. Taxonomy of Educational Objectives. Handbook* (New York: David McKay, 1956)

4 This list is adapted from Jerrald E. Kemp, *The Instructional Design Process* (New York : Harper & Row, 1985) 84.

Awareness

define
label
list
name
recall
recognise
report
reproduce
summarise
tell

Comprehension

classify
describe
discuss
explain
express
identify
indicate
locate
review
select
sort
translate

Application

apply
choose
demonstrate
employ
illustrate
interpret
plan
prepare
schedule
solve
use

Decision-making

analyse
appraise
assess
categorise
compare
contrast
decide
defend
differentiate
evaluate
judge
manage
organise
plan
prepare
propose
question
rate
select
support
synthesize

HU206(A) The School Library/Information Centre

This course is designed to be complete in itself for school librarians who do not plan to enrol in the LIS Diploma Programme but who need the basic knowledge and competencies to operate a school library /information centre.

HU101 Introduction to Library/Information Studies

Scope

The library and its functions; role of the librarian; professionalism; the library in society; the library in the total information environment; history of libraries; history of information technology; standards; intellectual freedom; library automation.

Course Goals

When you have completed this course, you will:

1. understand the purpose of the library and the role of the librarian;
2. understand the history of libraries and of information technology from ancient times to the present;
3. understand the importance of making informed decisions about the library profession.

Your knowledge of the history and general purpose of the library field and the role of the librarian will prepare you to master the more specialised aspects of the profession.

Course Outline

I. Introduction
   - A. Terms Old and New
   - B. Terms Used in Course Materials for the Diploma Programme in Library/Information Studies

II. Librarianship as a Career
   - A. What Does a Librarian Do?
   - B. Education for a Career as a Librarian

III. Overview of the Diploma Programme in Library/Information Studies

IV. Introduction to the Course
   - A. Relevance of This Course to Librarianship as a Profession
   - B. Relation of this Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

V. The Library

VI. The Library in Society
   - A. Social setting
   - B. Economic setting
   - C. Educational setting
   - D. Cultural setting
   - E. Technological setting
   - F. Governmental setting
   - G. In the South Pacific Region

VII. The Three Functions of Libraries
- A. Collection Building
- B. Organising Library Resources
- C. Library Services

VIII. Purposes of Libraries in the Total Information Environment
- A. Archival
- B. Cultural
- C. Educational
- D. Recreational
- E. Informational
- F. Scholarly

IX. Role of the Librarian with Emphasis on the South Pacific Region

X. Library/Information Centre Specialisations
- A. School
- B. Academic
- C. Public
- D. Special

XI. Archival Collections and the Role of the Archivist

XII. Generation of Information (or Creation of Knowledge)

XIII. Dissemination of Information

XIV. Information Science

XV. Information Science and the Librarian

XVI. Interrelationship of Information Science and Librarianship

XVII. History of Libraries

XVIII. History of Information Technology
- A. Written language
- B. Alphabet
- C. Ancient Technologies
  1. Clay tablets
  2. Papyrus rolls
  3. Parchment
- D. The Codex
- E. Movable type
- F. Modern Technologies
  1. Films (motion pictures)
  2. Sound recordings
  3. Still pictures, including slides
  4. Kits
  5. Microforms
  6. Computers and computer software

XIX. Library Standards

XX. The Library Profession
- A. Criteria for a Profession
- B. Librarianship as a Profession

XXI. Professional Library and Information Science Associations

XXII. Library and Information Science Professional Literature

XXIII. International Librarianship and Information Science

XXIV. Libraries in Less Industrialised Countries

XXV. Intellectual Freedom
- A. Conflict between the Individual's Information Interests and the Community's Perception of What Is Acceptable
- B. Conflict between the Child's Reading and Information Interests and the Parents' Perception of Appropriate Information for Their Child

XXVI. Responsibilities of the Professional Librarian

XXVII. Library Automation
- A. Overview
- B. Purpose
- C. Computer Basics and Terminology
- D. Issues and Problems
- E. Sources of Information and Consulting
- F. History of Library Automation
- G. State of the Art
- H. Future Potential
- I. Relevance to the South Pacific Region

XXVIII. Review and Summary of the Course

Objectives

When you have completed this course, you will be able to:

1. Describe a library.

2. Relate the purposes of the library to the needs of the individual and of society as a whole.

3. Describe the purposes of libraries in the total information environment.

4. Discuss the responsibilities of the librarian.

5. Explain the three functions of a library.

6. Describe different types of libraries.

7. Describe archival collections and the role of the archivist.

8. Relate activities involved in the generation and dissemination of information to the purpose and functions of the library.

9. Define information science.

10. Describe the interrelationship of information science and libraries.

11. Identify and explain the turning points in the history of libraries.

12. Identify and explain the turning points in the history of information technology.

13. Analyse statements of library standards and explain their contribution to library development.

14. Discuss library cooperation.

15. State the criteria for a profession and relate librarianship to these criteria.

16. Discuss professional library and information science associations.

17. Discuss library and information science professional literature.

18. Discuss international librarianship.

19. Discuss libraries in less industrialised countries.

20. Give an example of the conflict between the individual's information interests and the community's or government's perception of information that is acceptable for dissemination.

21. Appraise the responsibilities of the professional librarian.

22. Discuss library automation.

23. Compare your knowledge of libraries and the responsibilities of the librarian now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Course Materials

1. Introduction and Assignments Book
2. Course Book

Additional Suggested Reading

Benge, Ronald C. Cultural Crisis and Libraries in the Third World. London: Bingley, 1979

Brisco, Peter, et al. "Ashurbanipal's Enduring Archetype: Thoughts on the Library's Role in the Future." College and Research Libraries 47 (1986): 121-26.

Chirgwin, F.J., and Phyllis Oldfield. The Library Assistant's Manual. London: Bingley, 1978.

Cronin, Blaise. "The Information Society." Aslib Proceedings 38 (1986): 121-29.

Harris, Michael H. History of Libraries in the Western World. Metuchen, NJ: Scarecrow, 1984.

Harrison, Colin, and Rosemary Beenham. The Basics of Librarianship. 2nd ed. London: Library Association, 1985.

Jackson, Miles, ed. International Handbook of Contemporary Developments in Librarianship. Westport, CT: Greenwood Press, 1981.

Rogers, A. Robert. The Library in Society. Littleton, CO: Libraries Unlimited, 1984.

"Standards for Library and Information Services." Library Trends 31.1 (1982).

Ward, Patricia L., ed. The Professional Development of the Librarian and Information Worker. London: Aslib, 1980.

HU102 Building the Library/Information Centre Collection

Scope

A review of the processes involved in selecting books and other resources for library collections; preparation of selection policy statements; introduction to the book trade and selection tools; budgets for books and other resources; collecting archival resources; evaluation of the selection process; automation of selection procedures.

Course Goals

When you have completed this course, you will:

1. understand the importance of the planning process in building a library collection;

2. make informed decisions concerning the information needs of your patrons, the book trade, the information industry, budgeting, and acquisition procedures.

Your knowledge of the planning process and collection building procedures will provide your patrons with resources to meet their library and information needs.

Course Outline

I. Introduction to the Course
   - A. Relevance of This Course to Librarianship as a Profession
   - B. Relation of This Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. Principles and Policies of Selecting Library Resources
   - A. Identifying Needs of Library Information Centre Users
   - B. Assessing the Strengths and Weaknesses of a Library Collection
   - C. Projecting Future Needs of Library Users
   - D. Preparation of a Written Selection Policy Statement
     1. Criteria for selection
     2. Building a "balanced" collection

III. The Book Trade
   - A. The Publishing Industry
   - B. Wholesalers
   - C. Book Stores and Book Dealers

IV. South Pacific Book Trade
   - A. Publishers
   - B. Wholesalers
   - C. Book Stores and Book Dealers

V. Selection Tools
- A. Book Reviewing Media
- B. Bibliographies
  1. BBIP
  2. BIP
  3. CBI
  4. Prepared for the South Pacific Region
  5. Other

VI. Statistics as Guides in Selection
- A. Circulation Statistics
- B. Reserve List Statistics
- C. User Request Statistics

VII. Preparation of a Budget for Books and Other Resources
- A. From Identified User Needs
- B. From Projected User Needs

VIII. Selection of Types of Resources
- A. Reference Books
- B. Circulating Books
- C. Special Collection Books
- D. Serials
  1. Magazines
  2. Newspapers
  3. Journals
  4. Periodicals
- E. Audiovisual Materials
- F. Vertical File Materials
- G. Computer Software
- H. Reports of Corporations, Government Agencies, and Other Organisations
- I. Legal Deposit Materials

IX. Archival Resources
- A. Value of Archival Collections
- B. Identifying, Locating and Acquiring Archival Resources

X. Acquisition Procedures
- A. Purchasing Procedures
- B. Ordering Procedures
- C. Accessioning Procedures

XI. Maintenance of Library Resources
- A. The Users' Role
- B. The Library Staff's Responsibility

XII. Weeding

XIII. Selection and Censorship

XIV. Maintaining Files of Addresses of Publishers, Wholesalers, and Book Dealers

XV. Evaluation of the Practices, Policies, and Procedures Involved in Building a Library Collection

XVI. Automation of Selection Procedures
- A. Overview
- B. Purpose
- C. Issues and Problems
- D. Sources of Information and Consulting on Automation of Selection Procedures
- E. History of the Automation of Selection Procedures
- F. State of the Art
- G. Future Potential
- H. Relevance to the South Pacific Region

XVII. Review and Summary of the Course

Objectives

When you have completed this course, you will be able to:

1. Describe the process involved in building a library collection.
2. Prepare a written selection policy statement.
3. Identify and describe components of the book trade.
4. Describe selection tools.
5. Identify and describe types of resources in a library collection.
6. Explain how library statistics are used as a guide in selection.
7. Prepare a budget for books and other library resources.
8. Prepare an order for books and other types of resources.
9. Outline a plan for maintaining a library collection.
10. Outline a weeding policy statement.
11. Outline a plan for keeping a current list of publishers', wholesalers', and book dealers' addresses that would be relevant for a library in the South Pacific Region.
12. Outline a plan for evaluating the practices, policies, and procedures involved in building a library collection.
13. Discuss automation of selection and acquisition procedures.
14. Compare your knowledge of building a library collection now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Course Materials

1. Introduction and Assignments Book
2. Course Book

Additional Suggested Reading

Altbach, Philip G., et al., eds. Publishing in the Third World. Portsmouth, NH: Heinemann, 1985.

Chan, Paul H. Bookselling in Fiji. Paper presented at the International Pacific Book Trade Seminar, Suva, Fiji, 1978.

Gardner, Richard G. Library Collections, Their Origin, Selection and Development. New York: McGraw-Hill, 1981.

Katz, William A. Collection Development. New York: Holt, Rinehart & Winston, 1980.

Magrill, Rose Mary, and Doralyn J Hickey. Acquisitions Management and Collection Development. Chicago: American Library Association, 1984.

Nwafor, B.V. "Problems of the Book Trade Infrastructure in Developing Countries in Relation to University Library Objectives." IFLA Journal 10 (1984): 357-69.

Stueart, Robert D. "Weeding of Library Materials: Politics and Policies." Collection Management 7 (1985): 47-58.

Williams, Esther. "A Survey of Publishing in the South Pacific Region". Fiji Library Association Journal 15(1985): 1-13.

HU103 Organising Library/Information Centre Resources

Scope

Descriptive cataloguing; subject headings; classification; ISBD; organising nonbook resources; filing; shelflists; cooperation; organising archival materials; evaluation; automation.

Course Goals

When you have completed this course, you will:

1. understand the principles involved in organising a library collection;

2. understand why a well-organised library collection is essential in providing service to users;

3. be able to make informed decisions in organising library resources.

Your knowledge and competence in organising library resources will provide your patrons with efficient access to the information in those resources.

Course Outline

I. Introduction to the Course
   - A. Relevance of This Course to Librarianship as a Profession
   - B. Relation of This Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. The Library Catalogue
   - A. Purposes of the Library Catalogue
   - B. Types of Catalogues
   - C. The Bibliographic Record
   - D. Reading a Book Technically

III. Descriptive Cataloguing
   - A. Introduction to Descriptive Cataloguing
   - B. Cataloguing Codes
     1. Purpose of cataloguing codes
     2. History of cataloguing codes
   - C. Levels of Descriptive Cataloguing
     1. First level
     2. Second level
     3. Third level

IV. Descriptive Cataloguing of Different Types of Materials
   - A. Monographs
   - B. Serials
   - C. Nonprint Materials

D. Elements of Standard Catalogue Entry
   1. Main Entry
   2. Added Entries
   3. ISBD

V. Subject Headings
   A. Introduction to Subject Cataloguing
   B. Nature of a Thesaurus
   C. Principles of Subject Heading Construction
   D. Sears List of Subject Headings
   E. L.C. Subject Headings
   F. Other Lists of Subject Headings

VI. Classification
   A. Introduction to Classification
   B. Principles of Classification
   C. Library Classification Systems
      1. Dewey Decimal Classification System
      2. Library of Congress Classification
      3. Other classification systems

VII. Filing Catalogue Cards

VIII. Shelf Lists

IX. Authority Files
   A. Purpose
   B. Preparation of Authority Cards

X. Organisation of Vertical File Materials

XI. Organisation of Archival Materials

XII. Physical Organisation of Library Resources in the Facility

XIII. Analytical Cataloguing

XIV. Cooperation in Organisation of Library Materials
   A. Library and Union Catalogues as Aids in Cataloguing and Classification
   B. Regional Cooperation

XV. Evaluation of Policies, Procedures and Practices Involved in the Organisation of Library Resources

XVI. Automation of Cataloguing and Classification
   A. Overview
   B. Purpose
   C. Issues and Problems
   D. Sources of Information and Consulting on Automated Cataloguing
   E. History of Cataloguing Automation
   F. State of the Art
   G. Future Potential
   H. Relevance to the South Pacific Region

XVII. Review and Summary of the Course.

Objectives

When you have completed this course, you will be able to:

1. Explain the purpose of standard procedures in organising library resources.
2. Apply descriptive cataloguing rules to monographs.
3. Apply descriptive cataloguing rules to serials publications.
4. Apply descriptive cataloguing rules to audiovisual resources.
5. Describe the nature of a thesaurus.
6. Apply subject headings for books and nonbook resources.
7. Classify a book using either the Dewey Decimal Classification System or the Library of Congress Classification Schedules.
8. Explain and give the purpose of ISBD.
9. Organise vertical file resources.
10. Recall basic information concerning the organisation of archival resources.
11. File catalogue cards according to an accepted manual of filing rules.
12. Explain purpose of a shelflist.
13. Prepare shelflist cards.
14. Prepare authority cards.
15. Describe cooperation among libraries in cataloguing books and other library resources.
16. Outline a plan for evaluating the policies, procedures, and practices involved in organising library resources.
17. Discuss library automation as it relates to the organisation of library resources.
18. Compare your knowledge of the organisation of library resources now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work 50%
Final examination 50%

Course Materials

1. Introduction and Assignments Book
2. Course Book

Textbooks

American Library Association. ALA Filing Rules. Chicago: American Library Association, 1980.

Gorman, Michael. The Concise AACR2. Chicago: American Library Association, 1981.

Additional Suggested Reading

Anglo-American Cataloguing Rules. 2nd ed. Chicago: American Library Association, 1978.

Comaromi, John P. Manual on the Use of the Dewey Decimal Classification: 19th ed. Albany, NY: Forest Press, 1982.

Dewey Decimal Classification and Relative Index. 11th abridged ed. Albany, NY: Forest Press, 1979.

Dewey Decimal Classification and Relative Index. 19th ed. Albany, NY: Forest Press, 1979.

Dowlin, Kenneth E. The Electronic Library. New York: Neal-Schuman, 1984.

Hunter, Eric J. Computerized Cataloguing. London: Bingley, 1985.

Lancaster, F.W. Towards Paperless Information Systems. New York: Academic Press, 1978.

Library of Congress Classification Schedules. Washington, DC: Library of Congress, date varies.

Library of Congress Subject Headings. 10th ed. Washington, DC: Library of Congress, 1986.

Mason, Robert M. "Artificial Intelligence: Promise, Myth and Reality." Library Journal 110 (15 April 1985): 56-57.

Maxwell, Margaret. Handbook of AACR2: Explaining and Illustrating the Anglo-American Cataloguing Rules. 2nd ed. Chicago: American Library Association, 1980.

Rowley, J.E. Computers for Libraries. 2nd ed. London: Bingley, 1985.

Sears List of Subject Headings. 12th ed. New York: H.W. Wilson, 1982.

HU104 Library/Information Services

Scope

Attitudes toward library services; the reference process; information sources; reference and information services; archival services; circulation services; evaluation of library services; automation of library services.

Course Goals

When you have completed this course, you will:

1. understand the importance of professional commitment to library services;

2. take pride in serving the library needs of your patrons;

3. be innovative and creative in providing library services.

The services you provide will enhance the quality of life for individuals and groups of people who seek library services from you.

Course Outline

I. Introduction to the Course
   - A. Relevance of this Course to Librarianship as a Profession
   - B. Relation of this Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms
   - E. Identification of Library Services

II. Attitudes Towards Library Services
   - A. Qualities and Qualifications of the Persons Providing Library Services
   - B. Relationship between the Provider and the User of Library Services

III. The Reference Process

IV. Information Sources
   - A. Bibliographies
     1. National library and union catalogues
     2. Trade bibliographies
     3. Bibliographies of bibliographies
     4. Specified bibliographies
   - B. Indexing and Abstracting Services
   - C. Encyclopedias
   - D. Ready Reference Sources
   - E. Biographical Sources
   - F. Dictionaries
   - G. Geographical Sources
   - H. Government Documents
   - I. Vertical Files

V. Reference and Information Services

A. The Reference Interview
B. Search Strategies
C. Selective Dissemination of Information (SDI)
D. Library Guides (Pathfinders)
E. Planning and Preparation of Bibliographies
F. Audiovisual Services

VI. Services of Archival Materials

VII. Circulation Services

VIII. Interlibrary Loan Services

IX. Methods of Evaluating Library Services

X. Automation of Library Services
A. Overview
B. Purpose
C. Issues and Problems
D. Sources of Information and Consulting on Automating Library Services
E. History of Automation of Library Services
F. State of the Art
G. Future Potential
H. Relevance to the South Pacific Region

XI. Review and Summary of the Course

Objectives

When you have completed this course, you will be able to:

1. Discuss a personal philosophy of library services and defend your philosophy.

2. Describe the reference process.

3. Describe information sources relevant to library services in the South Pacific Region.

4. Demonstrate ability to locate information in various types of information sources.

5. Simulate in writing or orally the reference interview.

6. Describe a search strategy for information on a particular subject.

7. Give an example of Selective Dissemination of Information (SDI).

8. Prepare a plan for a library patron to locate information in a particular library.

9. Plan the process involved in preparing a bibliography on a specific subject.

10. Cite sources precisely, according to a standard bibliographic style manual, for notes (i.e. footnotes or end notes) and for bibliographic entries.

11. Discuss audiovisual services in libraries.

12. Recall purposes of archival services.

13. Describe procedures for circulation services.

14. Discuss interlibrary loan.

15. Prepare a plan for evaluating reference and information services in a particular or hypothetical library.

16. Discuss automation of library services.

17. Compare your knowledge of library services now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Course Materials

1. Introduction and Assignments Book
2. Course Book

Additional Suggested Reading

Appleton, Louise. "Libraries and Visual Learning." Audiovisual Librarian 11 (1985): 215-19.

Brigham, Nancy. How to Do Leaflets, Newsletters and Newspapers. Boston, MA: PEP Publishers, 1982.

Cronin, Blaise, ed. The Marketing of Library and Information Services. London: Aslib, 1981.

Guinchat, Claire, and Michael Menov. General Introduction to the Techniques of Information and Documentation Work. Paris: Unesco, 1983.

Harrison, U.C. Public Relations for Librarians. 2nd ed. Brookfield, VT: Gower, 1982.

Houghton, Tony. Bookstock Management in Public Libraries. London: Bingley, 1985.

Katz, Bill, and Ruth Fraley. Reference Services Today: From Interview to Burnout. New York: Haworth Press, 1986.

Katz, William. Introduction to Reference Work. 2 vols. 5th ed. New York: McGraw-Hill, 1987.

Leeburger, Benedict. Marketing the Library. White Plains, NY: Knowledge Industry Publications, 1982.

Lettner, Loretta L. "Video Cassettes in Libraries". Library Journal 110 (15 Nov. 1985): 35-37.

Mallet, Jerry J. Library Bulletin Boards and Display Kits. Englewood Cliffs, NJ: Centre for Applied Research in Education, 1984.

Richardson, Joanna. "Evaluating Nonverbal Behavior in the Reference Interview". International Library Movement 7.3 (1985): 117-23.

Rowley, J.E., and C.M.D. Turner. The Dissemination of Information. London: Deutsch, 1978.

Weihs, Jean Riddle. Accessible Storage of Non-Book Materials. Phoenix, AZ: Oryx Press, 1984.

HU205 Management of the Library/Information Centre

Scope

Theories and principles of management; problems and issues in library management; statement of mission, goals and objectives; management of library functions; staffing; data gathering; budgeting; planning and maintaining facilities, equipment, and resources; communication skills; accountability; setting priorities; time management; evaluation; library automation.

Course Goals

When you have completed this course, you will:

1. know the myriad responsibilities of a library manager;

2. be committed to managing a library effectively and efficiently;

3. be able to make informed decisions concerning library management.

Your knowledge, commitment, and ability to make informed decisions will result in sound management policies and practices.

Course Outline

I. Introduction to the Course
   - A. Relevance of this Course to Librarianship as a Profession
   - B. Relation of this Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. Theories and Principles of Types of Management

III. Problems and Issues in Library Management

IV. A Statement of Mission, Goals, and Objectives
   - A. Types of Users
   - B. Types of Services Provided

V. Management of Library Functions
   - A. Selection
   - B. Organisation
   - C. Services
     1. Information services
     2. Circulation services and systems

VI. Staff Planning, Recruitment, Training, Supervision, and Development
   - A. Identification of Qualifications Needed by Staff Members to Perform Tasks Identified in Job Descriptions
   - B. Staff Recruitment

C. Staff Training
   1. Initial
   2. Continuing
D. Approaches to Staff Supervision and Utilisation
   1. Participatory management
   2. Decision making by top management
E. Staff Development
   1. Setting and maintaining standards of staff performance
   2. Alleviating job related stress
   3. Recognizing staff achievement
   4. Other

VII. Data Gathering for Library Management
   A. Surveys
   B. Observations
   C. Statistics

VIII. Library Budgets
   A. Assessment of Current Needs
   B. Projection of Future Needs

IX. Planning Library Facilities

X. Maintenance of Library Facilities, Equipment and Resources
   A. Routine Inspection and Repair of Facilities, Equipment and Resources
   B. Conservation and Preservation Policies and Practices
   C. Disaster Preparedness

XI. Library Rules and Regulations

XII. Library Routines and Practices

XIII. Library Cooperation
   A. Person-to-Person Networks
   B. Resource Sharing Networks
      1. Bibliographic Databases
      2. Union Catalogues
   C. Cooperative Organisations (Examples)
      1. Pacific Information Centre (PIC)
      2. Pacific Islands Marine Resources Information System (PIMRIS)
      3. Agricultural Information Service (AGRIS)
      4. Current Agricultural Research Information Service (CARIS)
   D. Interlibrary Loan
   E. Informal Cooperation

XIV. Proposal Writing

XV. Report Writing
   A. Informal Reports and Memoranda
   B. Formal Reports
      1. Required at specified times, e.g. annual reports
      2. Required at completion of specified tasks, projects, etc.

XVI. Promotion of the Library
- A. Public Relations
- B. Publicity
- C. Outreach

XVII. Communication Skills for Library Managers
- A. Communicating with Parent Organisation Staff
- B. Communicating with Library Staff
- C. Effective Communication for Promotion of Library Services
- D. Communication Skills and Assertiveness
- E. Communication Skills as an Aid in Alleviating Job Related Stress

XVIII. Accountability of Library Managers
- A. Accountable for Library Functions
  1. Selection
  2. Organisation
  3. Services
- B. Accountable for Library Expenditures
- C. Accountable for Maintenance of Facilities, Equipment and Resources
- D. Accountable for Staff Development

XIX. Library Systems

XX. Setting Priorities

XXI. Time Management

XXII. Evaluation of the Library

XXIII. Responsibilities of Managers for Automation of Libraries
- A. To Make Informed Decisions when Selecting Automated Systems
- B. To Make Informed Decisions When Selecting Software
- C. To Keep Administrators of Parent Institution or Agency Informed Concerning Library Automation
- D. To Ensure Staff Members Are Adequately Trained in Use of Both Equipment and Software

XXIV. Review and Summary of the Course

Objectives

This course emphasises the principles of library management. In your library/information centre specialisation courses, HU206(A) The School Library/Information Centre, HU206(B) The Academic Library/Information Centre, HU206(C) The Public Library/Information Centre, or HU206(D) The Special Library/Information Centre, you will concentrate on the "how to" of managing a library.

You may already be working in a library, and you may plan to continue working there after you finish the diploma programme. If so, you may find it more interesting and educationally more valuable if you do your assignments with your own library in mind. You may find it easier to learn principles of management if you relate them to a familiar situation.

You need not have a specific library in mind to meet the objectives for this course, however. You may prefer to think in terms of a general concept of a library as you do your readings and fulfil your other course requirements.

Keep all of your assignments from this course. You will find them useful in your HU206 library/information centre specialisation course. In that course, you will be expected to develop some of the plans and ideas you outlined in HU205. You will be able to complete your assignments for your HU206 course more quickly and do better quality work if you build on what you had learned in HU205.

When you have completed this course, you will be able to:

1. Relate theories and principles of management to your library.
2. Identify problems and issues in library management and present possible solutions to them.
3. Explain the purpose of a statement of mission, goals, and objectives for libraries.
4. Outline a statement of mission, goals, and objectives for your library.
5. Explain your responsibilities as a library manager in collection development, organisation of library resources, and library services.
6. Outline a plan for staff recruitment, training, supervision, and development for your library.
7. Explain the purpose of data gathering for the management of your library.
8. Outline or explain the process involved in preparing a budget for your library.
9. Explain the process involved in planning new or renovated facilities for your library.
10. Explain the process involved in maintaining facilities, equipment, and resources for your library.
11. Explain the purpose of "Rules and Regulations" statements for your library.
12. Explain the purpose of statements of "Routines and Practices".for your library.
13. Discuss the reasons you as a librarian need to know how to write a proposal.
14. Outline a proposal seeking funds from either public or private sources for a special project for your library.
15. Discuss different types of reports prepared by librarians.
16. Prepare an outline of an annual report for your library.
17. Discuss the purpose of promotional activities for your library.
18. List possible promotional activities for your library.
19. Explain the importance of effective communication skills for library managers.

20. Give examples of effective and ineffective communication by library managers.

21. Explain the principles of accountability of library managers.

22. Discuss library systems.

23. Explain the importance of setting priorities for effective and efficient library management.

24. Explain the importance of time management for effective and efficient library management.

25. Explain the purpose of library evaluation.

26. Outline a plan for evaluation of your library, its resources, organisation, services, management, and programmes.

27. Explain the effects of automation on the management of your library.

28. Compare your knowledge of library/information centre management now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Prescribed Textbooks

Introduction and Assignments Book
Course Book

Additional Suggested Reading

Baver, Charles K. "Public Relations: Another Link in the Services of Information Management." Special Librarianship. Ed. Eugene B. Jackson. Metuchen, NJ: Scarecrow Press, 1980. 466-76.

Bishoff, Liz. "Managing Technical Services in the Small Library." Library Resources and Technical Services 29.2 (1985): 118-24.

Booth, Pat F. Report Writing: Guidelines for Information Workers. London: Elm, 1985.

Burton, Paul F., and J. Howard Petrie. Introducing Microcomputers: A Guide for Librarians. New York: Van Nostrand Reinhold, 1984.

Caputo, Janette S. The Assertive Librarian. Phoenix, AZ: Oryx Press, 1984.

Dahlgren, Anders. Planning the Small Public Library Building. Chicago: American Library Association, 1985. Small Libraries Publications, 11.

Haar, John M. "The Politics of Information: Libraries and Online Retrieval Systems." Library Journal 111 (1 Feb. 1986): 40-43.

Harrison, U.C. Public Relations for Librarians. 2nd ed. Brookfield, VT: Gower, 1982.

Koenig, Michael E.D. Budgeting Techniques for Libraries and Information Centres. Washington, DC: Special Libraries Association, 1980.

Library Planning. Suva: USP Library, 1980.

Martin, Lowell A. Organizational Structure of Libraries. Metuchen, NJ: Scarecrow Press, 1984.

McCabe, Gerald B., et al., eds. Advances in Library Administration and Organization. Greenwich, CT: Jai Press, 1984.

Moore, Nick. The Basics of Writing Reports. London: Bingley, 1985.

Riggs, Donald. Strategic Planning for Library Managers. Phoenix, AZ: Oryx Press, 1984.

Roblyer, M.D. "What You Should Learn About Computer Software Evaluations." Executive Educator 5.9 (1983): 34-39.

Thompson, Godfrey. Planning and Design of Library Buildings. London: Architectural Press, 1977.

White, Herbert. Library Personnel Management. White Plains, NY: Knowledge Industry Publications, 1985.

HU206(A) The School Library/Information Centre

Scope

Purpose of the school library/information centre; role of the school librarian; selection; organisation; services; management; programmes; the school library and the community; evaluation of the school library; automation of the school library.

Course Goals

When you have completed this course, you will have:

1. the depth of knowledge and exacting competencies required of a school librarian;

2. a positive attitude toward your professional responsibilities;

3. the ability to make informed decisions.

Your knowledge, competencies, attitude, and ability to make decisions in the school library will, in turn, make an invaluable contribution to the quality of education in your school.

Course Outline

I. Introduction to the Course
   - A. Librarianship as a Profession
   - B. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - C. History of Libraries and Librarianship
   - D. History of School Libraries
   - E. Definitions of Terms

II. The Purpose of the School Library Information Centre as an Integral Part of the Educational Programme of the School
   - A. The Intimate Connection between Libraries and Literacy
   - B. Contribution of the School Library in Establishing Lifelong Learning Skills
   - C. Contribution of the School Library to Curriculum Development and Effective Instruction

III. The Role of the School Librarian
   - A. As Educator
     1. In teaching the love of reading and learning
     2. In curriculum planning and implementation
   - B. As School Library Manager
     1 In managing school library functions
     2. In maintaining resources, equipment, and facilities

IV. Building the School Library Collection
   - A. Special Needs of School Libraries
   - B. Preparing a School Library Selection Policy

C. Selection Aids
   1. Bibliographic tools specific to school library collections
   2. Reviewing journals
D. Balancing Informational and Recreational Requirements
E. Selecting Resources
   1. Books
   2. Magazines
   3. Audiovisual resources
   4. Computer software
   5. Resource (vertical) file materials
   6. Other
F. Acquisitions and Accessioning
G. Weeding

V. Organising School Library Resources
A. Special Problems in Organising School Library Resources
B. Simplified Cataloguing and Classification
C. Organising Different Types of Resources
   1. Books
   2. Magazines
   3. Audiovisual resources
   4. Computer software
   5. Resource (vertical) file materials
   6. The professional collection
   7. Curriculum guides
   8. Reports
   9. Other

VI. School Library Services
A. Services to Students
B. Services to Teachers
C. Services to Administrators

VII. Managing the School Library
A. Principles and Practices of School Library Management
B. Problems and Issues in School Library Management
C. A Statement of Mission, Goals and Objectives for the School Library
D. Staff Planning and Supervision
   1. Library assistants
   2. Adult volunteers
   3. Student volunteers
E. Preparing the School Library Budget
F. Facilities Planning and Utilisation
G. Establishing Rules and Regulations
H. Developing Routines and Practices
I. Developing Plans for Library Cooperation
   1. With other libraries
   2. With governmental and other agencies
   3. With resource persons
J. Report Writing

K Accountability
- 1. For library expenditures
- 2. For maintenance of resources, equipment and facilities
  - a. Regular maintenance procedures
  - b. Repairs
  - c. Inventories of resources and equipment
  - d. Conservation and preservation
  - e. Disaster preparedness
- 3. For staff development
- 4. For programme development

VIII. The School Library Programme
- A. Developing an Instructional Programme
  - 1. The school librarian's role in curriculum planning and implementation
  - 2. Integrating library skills instruction with the educational programme of the school
- B. Developing Programmes To Instill in Students a Love of Reading
  - 1. Storytelling
  - 2. Picture book programming
  - 3. Book talks
  - 4. Reading guidance
  - 5. Promoting library resources and programmes
    - a. Displays and exhibits
    - b. Bookmarkers
    - c. Special guests
    - d. Trivia games
    - e. Favourite book awards
    - f. Favourite author awards
  - 6. "Children as authors" programmes

IX. The School Library and the Community
- A. Relations with Community Members
- B. Relations with Parents
- C. Relations with Community Agencies
- D. School and Public Library Cooperation
- E. The School Library as a Cultural Centre

X. Community-School Libraries

XI. Communications Skills for the School Librarian

XII. Setting Priorities

XIII. Time Management

XIV. Evaluation of the School Library

XV. Automation of the School Library
- A. Overview
- B. Purpose
- C. Computer Basics and Terminology
- D. Issues and Problems
- E. Sources of Information and Consulting
- F. History of Library Automation

G. History of School Library Automation
H. State of the Art
I. Future Potential
J. Relevance to the South Pacific Region

XVI. Review and Summary of the Course

Objectives

You may find it easier and educationally more valuable to meet the objectives for this course if you identify and describe in detail a particular school library you are familiar with.

You can then meet the objectives given below by using that school library as your working model.

You need not have a school library in mind, however, to meet the objectives for this course. If you prefer, you may do your readings and assignments thinking of a general concept of a school library rather than a specific one.

When you have completed this course, you will be able to:

1. Explain the purpose of the school library and the role of the school librarian.

2. Prepare a plan for building your school library collection.

3. Prepare a selection policy for your school library.

4. Identify special problems in organising school library resources.

5. Apply simplified cataloguing rules and classification schemes to organising school library resources.

6. Demonstrate competence in organising school library resources.

7. Prepare a plan to provide library services to students, teachers, and administrators in your school.

8. Prepare a statement of mission, goals, and objectives for your school library.

9. Prepare a budget for your school library.

10. Design a new or renovated facility for your school library.

11. Prepare a statement of accountability for yourself as a school librarian.

12. Prepare a plan for a comprehensive programme for your school library.

13. Prepare a comprehensive plan to instil in your students a love of reading.

14. Prepare a special program for presentation such as telling a story or giving a booktalk to instil in your students a love of reading.

15. Prepare a plan for improving relations between your school library and the community.

16. Assess the advantages and disadvantages of community school libraries.

17. Give examples of instances in which a school librarian needs to possess high level communication skills.

18. Set priorities for your school library activities and responsibilities.

19. Prepare a plan to manage your time more effectively and efficiently.

20. Prepare a plan for evaluating your school library, its resources, organisation, services, management, and programmes.

21. Discuss automation of your school library.

22. Compare your knowledge of school libraries and the responsibilities of the school librarian now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Prescribed Textbooks

Introduction and Assignments Book
Course Book

Additional Suggested Reading

Carter, Carolyn. "Young People and Books." Journal of Librarianship 18.1 (1986): 1-22.

Champlin, Connie, and Nancy Renfro. Storytelling with Puppets. Chicago: American Library Association, 1985.

Elley, W.B., and Francis Mangubhai. "Research Project on Reading in Fiji". Fiji English Teachers' Journal (15 May 1979).

Livo, Norma, and Sandra Rietz Storytelling: Process and Practice. Littleton, CO: Libraries Unlimited, 1984.

Luskay, Jack R. "Current Trends in School Library Media Centres." Library Trends 31.3 (1983): 429-46.

Prostano, Emmanuel, and Joyce Prostano. School Library Media Centre. Littleton, CO: Libraries Unlimited, 1982.

Rainey, Melvyn D. "What Does it Take to Be a Successful Teacher-Librarian?" The Medium 22 (1982): 14-16.

Ray, Colin. Library Service to Schools and Children. Paris: Unesco, 1979.

HU206(B) The Academic Library/Information Centre

Scope

The academic library in tertiary education; academic library functions; role of the academic librarian; selection; organisation; services; management; promotion; reporting; communication skills; setting priorities; time management; evaluation; automation of the academic library.

Course Goals

When you have completed this course, you will have:

1. The depth of knowledge and exacting competencies required of an academic librarian;

2. A positive attitude toward your professional responsibilities;

3. The ability to make informed decisions.

Your knowledge, competencies, attitude, and ability to make decisions in the academic library will, in time, make an invaluable contribution to the quality of education in your tertiary institution.

Course Outline

I. Introduction to the Course
   - A. Relevance of This Course to Librarianship as a Profession
   - B. Relation of This Course to the Entire LIS Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. The Academic Library in Tertiary Education

III. Purposes of the Academic Library

IV. Role of the Academic Librarian

V. Building the Academic Library Collection
   - A. Assessing and Meeting the Needs of the Academic Community
   - B. Books and Monographs
     1. The Reference Collection
     2. The Circulating Collection
   - C. Serials, Periodicals, and Journals
   - D. Audiovisual Resources
   - E. Resource (Vertical) File Materials
   - F. Special Collections
     1. Pacific Collection
     2. Special subject or area collection
   - G. Archival Collection
   - H. Rare Books and Resources
   - I. Acquisitions

VI. Organising the Academic Library Collection
- A. Special Organisational Problems in Academic Libraries
- B. Cataloguing and Classification of Academic Library Collections
- C. Organising Nonbook Resources for Use by Academic Library Patrons
- D. Organising Special Collections
- E. Organising Archival Collections

VII. Academic Library Services
- A. Reference Services
- B. Online Information Services
- C. Interlibrary Loan
- D. User Education
  1. Formal classes
  2. Informal instruction
  3. Team teaching with lecturers
  4. Term paper advising
  5. Other
- E. Preparation of Library Guides (Pathfinders)
- F. Production of In-House Bibliographies
- G. Promotion of Library Services

VIII. Managing the Academic Library
- A. Application of Principles of Management to the Academic Library
- B. Problems and Issues in Managing the Academic Library
- C. A Statement of Mission, Goals, and Objectives for the Academic Library
- D. Management of Functions for the Academic Library
  1. Selection
  2. Organisation
  3. Services
- E. Management Responsibilities and Concerns
  1. Staff planning, recruitment, training, supervision, and development
  2. Data gathering
  3. Budgeting
  4. Planning academic library facilities
  5. Maintenance of facilities, equipment, and resources
     a. Routine inspection and repair of facilities, equipment, and resources
     b. Conservation and preservation
     c. Disaster preparedness
  6. Accountability
  7. Rules and regulations for academic libraries
  8. Routines and practices for academic libraries
  9. Networking and library cooperation
  10. Promotion of the academic library

IX. Compiling Bibliographies for Publication

X. Coordination with Faculty and the Academic Community

XI. Proposal Writing

XII. Reporting
- A. Formal Reports
  - 1. Required at specific times, e.g. annual reports
  - 2. Required at completion of specified tasks, projects, etc.
- B. Informal Reports and Memoranda
- C. Verbal Reporting

XIII. Communication Skills for Academic Librarians

XIV. Setting Priorities

XV. Time Management

XVI. Evaluating the Academic Library

XVII. USP Library - Its Role in Regional Library Development
- A. USP Library Education in the Region
- B. Pacific Information Centre
- C. USP Archives of Pacific Music
- D. USP Centre Libraries
- E. Legal Deposit

XVIII. USP Produced Bibliographies

XIX. Automation of the Academic Library
- A. Overview
- B. Purpose
- C. Issues and Problems
- D. Sources of Information and Consulting
- E. History of Automation of Academic Libraries
- F. State of the Art
- G. Future Potential
- H. Relevance of Automation of Academic Libraries to the South Pacific Region

XX Review and Summary of the Course

Objectives

You may find it easier and educationally more valuable to meet the objectives for this course if you identify and describe in detail a particular academic library you are familiar with.

You can then meet the objectives given below by using that academic library as your working model.

You need not have an academic library in mind, however, to meet the objectives for this course. If you prefer, you may do your readings and assignments thinking of a general concept of an academic library rather than a specific one with which you are familiar.

When you have completed this course, you will be able to:

1. Explain and analyse the purposes of the academic library.
2. Discuss the role of the academic librarian.
3. Prepare a plan for collection development in your academic library.
4. Demonstrate competence in organising academic library resources.
5. Prepare a plan for the provision of library services to your academic community.
6. Prepare a plan for promoting library services in your academic library.
7. Prepare a statement of mission, goals, and objectives for your academic library.
8. Explain the responsibility of the director in managing academic library functions.
9. Explain the responsibility of the director in staff planning, recruitment, training, supervision, and development.
10. Prepare an annual budget for your academic library.
11. Prepare a plan for a new or renovated academic library facility.
12. Prepare a plan for the maintenance of facilities, equipment, and resources for your academic library.
13. Prepare a statement of rules and regulations for your academic library.
14. Identify routines and practices for your academic library.
15. Identify examples of cooperation among libraries.
16. Prepare a proposal for funding a special project in your academic library.
17. List the information included in an annual report for an academic library.
18. Plan activities to promote use of your academic library by students and faculty.
19. Explain the accountability of academic librarians.
20. Discuss communication skills needed by academic librarians.
21. Set priorities for yourself to effectively and efficiently fulfil your responsibilities as an academic librarian.
22. Prepare a plan to manage your time effectively and efficiently.
23. Prepare a plan for evaluation of your academic library.
24. Discuss the University of the South Pacific Library and its role in regional library development.
25. Discuss automation of your academic library.

26. Compare your knowledge of academic libraries and the responsibilities of academic librarians now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Course Materials

1. Introduction and Assignments Book
2. Course Book

Additional Suggested Reading

Ahmad, Nazir. University Library Practices in Developing Countries. London: Routledge K. Paul, 1984.

Association of College and Research Libraries. Academic Libraries: Myths and Realities. Chicago: ACRL, 1984.

Cowley, John, ed. Management of Academic Libraries. Brookfield, VT: Gower, 1985.

Ford, Vikki. "PR: The State of Public Relations in Academic Libraries." College and Research Libraries 46 (1985): 395-401.

Friedes, Thelma. "Current Trends in Academic Libraries." Library Trends 31 (1983): 457-74.

Reynolds, Judy, and Jo Bell Whitlatch. "Academic Library Services: The Literature of Innovation." College and Research Libraries 46 (1985): 402-17.

Wainwright, Eric. "The University, Its Library and the Information Age." Australian Academic and Research Libraries 16.2 (1985): 65-80.

HU206(C) The Public Library/Information Centre

Scope

The public library in the community; role of the public librarian; selection; organisation; services; management; programming; promotion of the library; setting priorities; time management; evaluation; automation.

Course Goals

When you have completed this course, you will have:

1. The depth of knowledge and exacting competencies required of a public librarian;

2. A positive attitude toward your professional responsibilities;

3. The ability to make informed decisions.

Your knowledge, competencies, attitude, and ability to make decisions concerning the public library will, in time, make an invaluable contribution to your community.

Course Outline

I. Introduction to the Course
   - A. Relevance of This Course to Librarianship as a Profession
   - B. Relation of This Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. The Public Library and the Community
   - A. Purpose of the Public Library
   - B. Role of the Public Librarian

III. Building the Public Library Collection
   - A. Assessing and Meeting Community Needs
   - B. Books and Monographs
     1. The Reference Collection
     2. The Circulating Collection
   - C. Magazines and Newspapers
   - D. Audiovisual Resources
   - E. Resource (Vertical) File Materials
   - F. Special Collections
     1. Local materials
     2. Other
   - G. Archival Collections
   - H. Rare Books and Resources
   - I. Acquisitions

IV. Organising the Public Library Collection
   - A. Special Problems in Organising Public Library Resources
   - B. Simplified Cataloging and Classification

C. Organising Different Types of Resources
   1. Books
   2. Magazines
   3. Audiovisual resources
   4. Computer software
   5. Resource (vertical) file materials
   6. Local and regional materials
   7. Other

V. Public Library Services
   A. Reference Services
   B. Information Services

VI. Managing the Public Library
   A. Application of Principles of Management to Public Library Management
   B. Problems and Issues of Public Library Management
   C. A Statement of Mission, Goals, and Objectives for a Public Library
   D. Management Responsibilities and Concerns
      1. Staff planning, recruitment, training, supervision and development
      2. Data gathering
      3. Budgeting
      4. Planning public library facilities
      5. Maintenance of facilities, equipment, and resources
         a. Routine inspection and repair of facilities, equipment, and resources
         b. Conservation and preservation
         c. Disaster preparedness
      6. Rules and regulations for public libraries
      7. Development of public library routines and practices
      8. Networking and library cooperation
      9. Proposal writing
      10. Reporting
         a. Report writing
         b. Verbal reporting
      11. Accountability
      12. Library automation

VII. Public Library Programming
   A. Programming for Children
      1. Storytelling
         a. Traditional storytelling
         b. Puppetry
         c. Flannel boards
      2. Picture book programming
      3. Holiday programmes
      4. Special programmes
      5. Booktalks
   B. Programming for Young Adults
      1. Booktalks
      2. Special Programmes
      3. Film Programmes
      4. Trivia Games
   C. Programming for Adults--Special Groups
      1. Businessmen
      2. Farmers
      3. Parents

4. Senior Citizens
5. Other

VIII. Promoting Public Library Services and Programmes
- A. Liaison with Schools in Your Area
- B. Through the Media
- C. Displays, Bulletin Boards, Newsletters, Activities Lists, etc.

IX. Community-School Libraries

X. Communication Skills for the Pacific Library Staff
- A. Internal Communication
- B. Communication with Library Users

XI. Evaluating the Public Library

XII. Automating the Public Library
- A. Overview
- B. Purpose
- C. Issues and Problems
- D. Sources of Information and Consulting
- E. History
- F. State of the Art
- G. Future Potential
- H. Relevance to the South Pacific Region

XIII. Review and Summary of the Course

Objectives

You may find it easier and educationally more valuable if you identify and describe in detail a particular public library you are familiar with.

You can then meet the objectives given below by using that public library as your working model.

You need not have a public library in mind, however, to meet the objectives for this course. If you prefer, you may do your readings and assignments keeping in mind a general concept of a public library rather than a specific one with which you are familiar.

When you have completed this course, you will be able to:

1. Explain the purpose of the public library in the community.

2. Discuss the role of the public librarian.

3. Prepare a plan for collection development in your public library.

4. Demonstrate competence in organising resources in your public library.

5. Prepare a plan for services in your public library.

6. Prepare a statement of mission, goals, and objectives for your public library.

7. Explain the responsibility of the director in managing public library functions.

8. Explain the responsibility of the director in staff planning, recruitment, training, supervision, and development of your public library.

9. Prepare an annual budget for your public library information centre.

10. Design a facility for your public library.

11. Prepare a plan for the maintenance of facilities, equipment, and resources in your public library.

12. Prepare a statement of rules and regulations for your public library.

13. Identify routines and practices for your public library.

14. Discuss the advantage for public libraries of cooperation among libraries and other information agencies.

15. Prepare a proposal for funding a special project in your public library.

16. Plan activities to promote use of your public library.

17. Plan activities for children and/or young adults to appreciate and enjoy literature and reading.

18. List the information included in an annual report for your public library.

19. Discuss the advantages and disadvantages of community-school libraries.

20. Relate the concept of a community-school library to your public library.

21. Discuss communication skills you need in your public library and how you will improve your ability to communicate effectively.

22. Set priorities for yourself to effectively and efficiently fulfil your responsibilities as a public librarian.

23. Prepare a plan to manage your time effectively and efficiently.

24. Prepare a plan for evaluating your public library, its resources, organisation, services, management, and programmes.

25. Discuss automation for your public library.

26. Compare your knowledge of public libraries and the responsibilities of the public librarian now that you have completed this course with your knowledge of the subject before you began this course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work 50%
Final examination 50%

Prescribed Textbook

Introduction and Assignments Book
Course Book

Additional Suggested Reading

Bartle, F.R., and W.L. Brown. "Book Selection Policies for Public Libraries." Australian Library Journal 32.2 (1983): 5-13.

Brigham, Nancy. How to Do Leaflets, Newsletters and Newspapers. Boston, MA: PEP Publishers, 1982.

Bunch, Allan. Community Information Services. London: Bingley, 1982.

Harrison, K.C. Public Relations for Librarians. 2nd ed. Brookfield, VT: Gower, 1982.

IFLA. Guidelines for Public Libraries. New York: Verlag, 1986.

Livo, Norma, and Sandra Rietz. Storytelling: Processes and Practice. Littleton, CO: Libraries Unlimited, 1984.

Mason, Marilyn Gell. "The Future of the Public Library." Library Journal 110 (1 Sept. 1985): 136-39.

Myller, R. Design of the Small Public Library. New York: Bowker, 1966.

Serebnick, J., ed. Collection Management in Public Libraries. Chicago: American Library Association, 1986.

Simmons, Donita. "Community Information: Information Beyond the Library." Fiji Library Association Journal 12 (1984): 35-40.

HU206(D) The Special Library/Information Centre

Scope

Purpose of the special library; types of special libraries; role of the special librarian; selection; organisation; services; management; promotion; reporting; communication skills; setting priorities; time management; evaluation; automation of the special library.

Course Goals

When you have completed this course, you will have:

1. the depth of knowledge and exacting competencies required of a special librarian;

2. a positive attitude toward your professional responsibilities;

3. the ability to make informed decisions.

Your knowledge, competencies, attitude, and ability to make decisions in the special library will make an invaluable contribution to the quality of performance of your parent organisation.

Course Outline

I. Introduction to the Course
   - A. Relevance of this Course to Librarianship as a Profession
   - B. Relation of This Course to the Entire Library/Information Studies Diploma Programme
   - C. How to Study for This Course
     1. Professional knowledge and competencies
     2. Course goals and objectives
   - D. Definitions of Terms

II. The Special Library
   - A. The Special Library in its Setting
   - B. History of Special Libraries

III. Purpose of the Special Library

IV. Types of Special Libraries
   - A. Government and Statutory Authority Libraries
   - B. Business and Industrial Libraries
   - C. Libraries in Non-Profit Making Agencies
   - D. Professional and Trade Association Libraries
   - E. Research Libraries
   - F. International and Regional Bodies Libraries

V. Building the Special Library Collection
   - A. Information of Currency and Relevance
   - B. Bibliographic Tools Specific to Special Libraries
   - C. Types of Resources
     1. Books and monographs
        - a Reference books
        - b Circulating books

2. Serials, periodicals, and journals
3. Indexing and abstracting services
4. Reports
5. Bulletins
6. Catalogues
7. Guides
8. Newsletters
9. Bibliographies
10. Audiovisual resources
11. Computer software
12. Resource (vertical) file materials
13. Archival resources
14. Rare books and other rare resources
15. Special subject resources
16. Special regional resources
17. Other

D. Resources Produced by the Special Librarian
1. Bibliographies
2. Guides
3. Bulletins
4. Indexes and abstracts
5. Audiovisual resources
6. Brochures
7. Newsletters
8. Other

E. Acquisitions

VI. Organising the Special Library Collection
A. Problems in Organising Special Library Resources
B. Adapting Standard Methods of Descriptive Cataloguing to Special Library Needs
C. Developing Thesauri to Meet the Needs of Particular Special Libraries
D. Subject Cataloguing for Special Libraries
E. Classifying Special Library Resources
F. Organising Different Types of Resources
G. Organising for User Access
1. Preparing indexes and abstracts
2. The cardex as a means to provide easy user access
H. Organising Special Collections
I. Organising Rare and Archival Resources

VII. Special Library Services
A. Reference Services
B. Online Information Services
C. Interlibrary Loan
D. User Education
E. Preparation of Library Guides (Pathfinders)
F. Maintenance of Resource Persons and Organisations Files
G. Current Awareness Services
1. Selective Dissemination of Information (SDI)
2. Journal circulation
3. Contents page service
4. Compilation of resource lists and bibliographies
5. Preparing bulletins and newsletters

VIII. Managing the Special Library
- A. Application of Principles of Management to the Special Library
- B. Problems and Issues in Managing the Special Library
- C. A Statement of Mission, Goals, and Objectives for the Special Library
- D. Management of Functions for the Special Library
  1. Selection
  2. Organisation
  3. Services
- E. Management Responsibilities
  1. Staff planning, recruitment, training, supervision, and development
  2. Data gathering
  3. Budgeting
  4. Planning special library facilities
  5. Maintenance of facilities, equipment, and resources
     - a. Routine inspection and repair of facilities, equipment and resources
     - b. Conservation and preservation
     - c. Disaster preparedness
  6. Accountability

IX. Promotion of Special Library Services
- A. Aims
  1. To attract organisation staff to the library so they will realise its value and utilise its resources and services
  2. To demonstrate the library's value to the parent organisation
- B. Methods
  1. Providing current awareness service
  2. Maintaining an attractive and inviting library information centre
  3. Displays and noticeboards
  4. Exhibits

X. Reporting
- A. Formal Reports
  1. Required at specified times, e.g. annual reports
  2. Required at completion of specified tasks, projects, etc.
- B. Informal Reports and Memoranda
- C. Verbal Reporting

XI. Communication Skills

XII. Setting Priorities

XIII. Time Management

XIV. Evaluation of the Special Library

XV. Automation of the Special Library
- A. Overview
- B. Purpose
- C. Issues and Problems
- D. Sources of Information and Consulting
- E. History of the Automation of Special Libraries
- F. State of the Art
- G. Future Potential
- H. Relevance of Automation of Special Libraries to the South Pacific Region

XVI. Review and Summary of the Course

Objectives

You may find it easier and educationally more valuable to meet the objectives for this course if you identify and describe in detail a particular special library you are familiar with.

You can then meet the objectives given below by using that special library as your working model.

You need not have a special library in mind, however, to meet the objectives for this course. If you prefer, you may do your readings and assignments thinking of a general concept of a special library rather than a specific one with which you are familiar.

When you have completed this course, you will be able to:

1. Explain the purpose of the special library.
2. Discuss different types of special libraries.
3. Discuss the role of the special librarian.
4. Prepare a plan for collection development for your special library.
5. Demonstrate competence in organising special library resources.
6. Prepare a plan for providing services in your special library.
7. Prepare a statement of mission, goals, and objectives for your special library.
8. Prepare an annual budget for your special library.
9. Design a new or renovated facility for your special library.
10. Prepare a plan to promote services in your special library.
11. Discuss communication skills needed by special librarians.
12. Set priorities for yourself to effectively and efficiently fulfil your responsibilities in your special library.
13. Prepare a plan to manage your time effectively and efficiently.
14. Prepare a plan for evaluation of your special library, its resources, organisation, services, management, and programmes.
15. Discuss automation of your special library.
16. Compare your knowledge of special libraries and the responsibilities of the special librarian now that you have completed this course with your knowledge of the subject before you began the course.

Instructional Methods

Instructional methods for the initial offering on campus will include lectures, tutorials, workshops, library visits, guest speakers, use of appropriate audiovisual materials, and observation and practice sessions.

Instructional methods for distance learning will include satellite tutorials, correspondence, workshops, summer school sessions and audiovisual learning units.

Student Evaluation

Course work	50%
Final examination	50%

Prescribed Textbook

Introduction and Assignments Book
Course Book

Additional Suggested Reading

Cronin, Blaise. The Marketing of Library and Information Services. London: Aslib, 1981.

Ferguson, Elizabeth, and Emily R. Mobley. Special Libraries at Work. Phoenix, AZ: Oryx Press, 1984.

Kempler, Irving. "Special Library Information Services." Special Librarianship. Ed. Eugene B. Jackson. Metuchen, NJ: Scarecrow Press, 1980.

Larson, Signe E. "Reference and Information Services in Special Libraries." Library Trends 31 (1983): 457-74.

Oates, Susan. "The Nature of Special Libraries and Their Development in Fiji." Fiji Library Association Journal 13 (1985): 3-18.

Rowley, J.E., and C.M.D. Turner. The Dissemination of Information. London: Deutsch, 1978.

Strable, E.G., ed. Special Libraries: A Guide. Washington, DC: Special Library Association, 1975.

Webb, Sylvia P. "What's So Special about the Special Librarian?" Aslib Proceedings 37 (1985): 341-44.